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ABSTRACT

The development of this annotated bibliography of 58 doctoral dissertations arose from an interest in doctoral study in general, and concern for the magnitude of the attrition problem at the doctoral level in particular. Dissertations date from 1970 to 1990. Among the dissertations summarized are those relating to such topics as: factors relating to success and attrition; quality of advisement and support perceived by doctoral candidates; physiological factors of stress attendant upon doctoral study; gender differences; relationships with major advisors and dissertation committees; foreign students; sources of support; dissertation-writing experiences; motivation of candidates; instrumentation and methodology; data analysis skills; and measures of assessing doctoral candidates. (GLR)

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RESEARCH ON DOCTORAL STUDY

ED323905

An Annotated Bibliography Of Doctoral Dissertations On Doctoral Study

Prepared By
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Introduction

Attrition at the doctoral level presents itself as one of the most perplexing problems facing administrators in higher education. Numerous studies have reported that only one advanced graduate student out of three will earn the doctoral degree. And for those that succeed, the period of time required to meet all requirements will be much longer than what was first expected. Based on previous research, including studies cited in this document, it can also be predicted that approximately 25% will complete all of their requirements with the exception of the doctoral dissertation. They will not be known as Phds or EdDs. They will be recognized as ABTs or ABDs "all but the thesis" or "all but the dissertation".

The development of this annotated bibliography arises out of an interest in doctoral study in general, and concern for the magnitude of the attrition problem at the doctoral level in particular. As a reference in the nascent body of literature on the subject of doctoral education, it is an attempt to make pertinent studies available to administrators in higher education, to professors who are also advisors and researchers, and to advanced graduate students who are seeking the doctoral degree.

The doctoral dissertations on doctoral study that are summarized in this annotated bibliography resulted from a review of abstracts which appeared in Dissertation Abstracts International. As a comprehensive examination of the research on doctoral study, the resulting summaries are only general descriptions of various studies. More detailed information about the investigations is given in Dissertation Abstracts International. Copies of the dissertations may be obtained by addressing your request to: University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106, or by telephone 1-800-521-3042.

Doctoral studies on doctoral education cited in this annotated bibliography are listed alphabetically by author. Also included is an index which reflects the major focus of the studies and areas of emphasis. Among the dissertations abstracts summarized are those relating to such topics as: factors related to success and attrition; quality of advisement and support perceived by doctoral candidates; psychological factors of stress attendant upon doctoral study; gender differences; relationships with major advisor and dissertation committee; foreign students; sources of personal support; dissertation-writing experiences; motivation of candidates; instrumentation and methodological approaches; data analysis skills; and measures of assessing doctoral candidates.

A basic contention among many researchers engaged in the examination of doctoral education is that the quality of preparation programs and advisement can, must, and will improve. In agreement with this contention, the preparation of this annotated bibliography is an attempt to enhance the efforts of administrators, advisors and researchers to assess and improve upon advanced graduate study at the doctoral level. Although a single source, hopefully it will be a significant one to facilitate the efforts of university personnel and conscientious and creative graduate students who are in pursuit of attaining their doctoral degrees.

Robert S. Butters

**Doctoral Dissertations
On
Doctoral Study**

**Listed Alphabetically
By
Researcher**

- Al-Gorash, Masaud Khedder. (1987). Saudi Arabians' Perceptions Of Their Doctoral Degrees (Doctoral Dissertation, Vanderbilt University, 1987). *Dissertation Abstracts International*, 48, 570-A.

Examined the perceptions of 130 Saudi Arabian doctorates regarding the relative value of their earned degrees. Relationships were analyzed between the perceptions of the respondents and field of specialization, time of graduation and country of graduation. Findings were reported concerning the motivations of Saudi Arabian doctorates for enrolling in advanced graduate study, factors which influenced choices of specialization, perceived benefits of the doctoral degree, its value and usefulness, the demand for Saudi Arabian doctorates in the future and provisions for professional promotion.

- Ball, Colin John. (1988). Faculty Perceptions Of Quality Dimensions In Doctoral Programs In Education (Doctoral Dissertation, The University of Michigan, 1988). *Dissertation Abstracts International*, 49, 1043-A.

From questionnaires administered to 1363 faculty members, the study was designed to determine quality dimensions of doctoral programs. Among the dimensions examined were faculty research, quality of students, program and dissertation requirements, causes of attrition, provisions in time to complete the dissertation, evaluative criteria and standards, and career advisement by faculty for graduates. The study reported areas of agreement and disagreement between and among faculty stratified by particular characteristics and the entire faculty. Respondents were grouped on the basis of professorial rank, tenure, age and record of publications. Recommendations were made concerning selected items pertinent to inter-institutional evaluations and for further research on program evaluation criteria.

- Barr, Marla Ann. (1985). The Selection of A Dissertation Topic: Elements Influencing Student Choice (Doctoral Dissertation, The Ohio State University, 1984) *Dissertation Abstracts International*, 45, 2406A.

Examined the process of thesis topic selection in the content areas of English, chemistry, sociology and political science. An ethnographic methodology was conducted to determine the influence of the advisor, peer relationships, program structure and academic field of study upon the choice of dissertation topic. The findings are presented conceptually and are theoretically defined as sociological, intrapersonal and interpersonal elements. Student personnel workers may occupy a very strategic and influential role in the dissertation topic selection according to the results of the investigation.

Benkin, Ellen M. (1985). Where Have All The Doctoral Students Gone? A Study Of Doctoral Student Attrition At UCLA (Doctoral Dissertation, University of California, Los Angeles, 1984). *Dissertation Abstracts International*, 45, 2770-A.

This study was conducted to determine the motivational factors that distinguish successful doctoral degree recipients from those who are not (ABD's). The study population consisted of doctoral candidates in all fields at UCLA, including professional programs, who entered in the Fall quarters extending from 1969 to 1971. The researcher reported that attrition generally takes place prior to doctoral candidacy. Needed financial assistance and relationships with faculty members are cited as two major factors that distinguish doctoral recipients from ABD's. Recommendations are made relating to attrition and the duration of time associated with doctoral study.

Bodian, Lester Hal. (1988). Career Instrumentality Of Degree Completion As A Factor In Doctoral Student Attrition (Doctoral Dissertation, University of Maryland, College Park, 1987). *Dissertation Abstracts International*, 48, 2483-B.

This study examined the perceptions of doctoral candidates relative to completion of the degree as a major facilitating factor leading to the achievement of professional career objectives. The concept was defined as "career instrumentality". The investigation sought to determine whether career instrumentality was related to attrition and variant among different academic disciplines. A negative relationship was reported between career instrumentality and attrition. Perceptions of career instrumentality are discussed in relationship to academic advisor and financial status. Differences are reported for students in the life sciences and doctoral students in the humanities. Recommendations are made for continued study of attrition at the doctoral level.

Boyle, Robert Warren. (1987). The Psychology Of Doctoral Degree Candidacy: A Conceptual Model And An Experiential Application (Doctoral Dissertation, University of Oregon, 1986). *Dissertation Abstracts International*, 47, 3362-A.

This exploratory study was based on the concern for the psychological stresses associated with doctoral study. The author employed a participant-observer methodology to examine the psychological experiences expressed by doctoral candidates. An existential rite of passage paradigm is presented as a means of diagnosing emotional stresses and to guide supportive approaches. Recommendations are made for the development of a support group as a means of recognizing the psychological concerns of doctoral candidates. Considerations for further theoretical studies are also presented.

- Breuer, Werner Alfred. (1989). Doctoral Students' Type-A Behavior And Their Perception Of Specific Stressors As Distress/Eustress (Doctoral Dissertation, University of La Verne, 1988) *Dissertation Abstracts International*, 49, 3864-3865-A.

This dissertation examined the relationship between assessments of Type-A behavior and perceptions of stress. A further objective was to determine the need for a stress-oriented program at the University of La Verne for doctoral candidates. A questionnaire designed by the researcher was administered to a population of advanced graduate students who were seeking doctoral degrees in Public Administration (DPA) and Education (EdD). The study reported no correlation between levels of Type-A behavior among doctoral students and their perception of stressors as distress. The study included recommendations concerning the evaluation of stress survey instruments, the terminology used in stress research, and the need for research approaches with cross-disciplinary designs. A stress management program at the University of La Verne was recommended.

- Cash, Jane Thomas. (1989). The Development Of Student/Advisor Relationships In Doctoral Programs In Nursing (Doctoral Dissertation, The University of Alabama, 1988) *Dissertation Abstracts International*, 49, 2121-A.

This study explored and described the student-advisor relationship in nursing with specific attention to changes which occurred during four developmental stages. Data were gathered from 300 faculty members who were advisors in doctoral programs in nursing. The investigator identified characteristics of agreement among advisors as a basis for defining all four stages of the student-advisor relationship. Factors which facilitated and impeded the relationship were reported. The researcher also considered advising experience and clinical specialty in the analysis of data.

- Cuetara, John Monroe. (1989). An Examination Of Training Environmental Variables Which Affect The Dissertation-Writing Experiences Of Doctoral Candidates In Counseling Psychology (Doctoral Dissertation, Boston University, 1989). *Dissertation Abstracts International*, 50, 1216-A.

The study population for this investigation represented 192 doctoral degree recipients in Counseling Psychology and three who were unsuccessful. The investigation hypothesized that research coursework, research exposure and the advisor-advisee relationship would have a positive influence on dissertation-writing. A statistically significant relationship was reported between doctoral preparation variables and dissertation-writing. It was recommended that research experiences be introduced earlier in programs, that advisor-advisee relationships be more of a mentoring association, and that research courses be integrated more with the dissertation and clinical practice.

- Dedrick, Robert Franklin. (1988). The Ph.D. Student-Chairperson Relationship During The Dissertation Process: Implications For Research Education (Doctoral Dissertation, The University of Michigan, 1988). *Dissertation Abstracts International*, 49, 1072-A.

The purpose of the study was to analyze the doctoral student-chairperson relationship relative to characteristics associated with a master-apprentice relationship. An apprenticeship index was formulated from seven variables. They included the functions of chairpersons in teaching, sponsorship, providing personal support, and managing the dissertation. Also included in the index were qualities of the relationship in terms of emotional bonding, comprehensiveness and collegiality. Findings were presented to define how the level of apprenticeship was influenced by the students' research, academic area, stage of the dissertation and the gender composition of the relationship. The influence of level of apprenticeship on the research education of doctoral students was also discussed. Recommendations were made by the researcher for the improvement of research education at the doctoral level.

- DeSandies, Dandre Gregory. (1987). Selected Factors Mediating The Stress Of Single And Married Graduate Students In A Nontraditional Doctoral Program (Doctoral Dissertation, University of San Francisco, 1987). *Dissertation Abstracts International*, 48, 80-A.

The central focus of this exploratory study was to determine features in a nontraditional doctoral program that contributed to stressful circumstances for single and married students. The study population consisted of 100 doctoral students who attended weekend classes at the University of San Francisco. The questionnaire was designed to identify stressors and the strain of the stress experience. The researcher reported that school-related stressors were most frequently rated and that self-esteem and personal support were most closely related to the prediction of stress scores. For the population studied, marital status and ethnicity did not significantly influence experiences of stress. Suggestions were made for promoting self-esteem and improving personal support which were mediating factors in the study.

- Dixon, Rex Martin. (1990). A Study Of The Confidence In Performing Data Analysis In Dissertations Of Doctoral Candidates In Education (Doctoral Dissertation, University of Nevada, 1989). *Dissertation Abstracts International*, 50, 2800-A.

This study focused on the relationship between background in computer usage, statistics and research experience and the confidence of doctoral candidates in conducting computer data analysis of their dissertations. For a population of 348 doctoral students in six public universities, the researcher reported a significant difference when comparing doctoral candidates with different backgrounds. Data analysis confidence levels were increased as a result of prior exposure to computers, preparation in statistics and research experience. The study also reported that EdDs completed fewer courses in statistics and expressed less data analysis confidence when compared with PhD doctoral candidates.

- Donnelly, Sally C. (1986). An Analysis Of Themes Related To Gender Identity, Social Role, And Achievement For Women Writing A Doctoral Dissertation (Doctoral Dissertation, University of Pittsburg, 1985). *Dissertation Abstracts International*, 46, 3601-A.

The purpose of this study was to examine themes in terms of gender identity, role responsibilities in relation to significant others, and orientation toward achievement. The study sample was 13 female doctoral students who were in the process of writing their dissertations. It was reported that, as women near the completion of their dissertations and qualify as degree recipients, they experience internal and external obstacles attendant upon such achievement. For the population studied, concerns were expressed by the doctoral students relative to separation from significant others and, in the case of single women, apprehensiveness was evident about the availability of eligible partners. Suggestions were made for further research and implications were presented for specialists in psychotherapy and education.

- Dzierzynski, Gloria Jean. (1989). The Dissertation Experience: A Self Psychology Perspective (Doctoral Dissertation, California School of Professional Psychology, 1988). *Dissertation Abstracts International*, 49, 3306-A.

The major objective of this investigation was to determine the factors associated with the amount of time devoted to the dissertation requirement. Specifically, the study was designed to examine the relationship between deficits in psychological attributes of gradiosity and idealization and the amount of time to complete the dissertation. The Robbins Self Expression Inventory, the Semantic Differential Scales, and a Chairperson Rating Scale were the means of data gathering from a sample of 130 students and alumni. It was reported that longer periods of time to complete the dissertation were related to deficits in idealization and to the nature of working assignments.

- Endicott, Jennifer Jane. (1988). Similarities And Differences Between Male And Female Doctoral Students: A Comparative Study Using Selected Criteria (Doctoral Dissertation, The University of Oklahoma, 1987). *Dissertation Abstracts International*, 48, 3058-A.

For all doctoral students enrolled at the University of Oklahoma during the 1986-1987 academic year, this study sought to determine whether differences and similarities existed between male and female students. Biographical, dimorphical and motivational factors were selected as a basis for comparison. Findings were also compared to a previous study by McMahan who designed the survey instrument. The Graduate Student Questionnaire was administered to 303 doctoral candidates. Findings are presented relating to age, marital status, educational level of parents, purposeful motivation and drift motivation.

Foote, Mary Lister. (1989). *Persisters' And Non-Persisters' Perceptions Of Institutional Integration At The Doctoral Level* (Doctoral Dissertation, The University of Connecticut, 1988). *Dissertation Abstracts International*, 49, 2122-A.

This study examined the educational experiences of three groups of doctoral students that were designated as persisters, continuing students and non-persisters. The total study population consisted of 399 students who were enrolled for a period of four years. Data were analyzed to determine if differences existed for levels of persistence and gender relative to measures taken by the Individual Institutional Integration Scales designed by Pascarella and Terenzini. Findings revealed that differences did exist between level of persistence and measures of student-faculty interaction and measures of valued academic experiences and goal commitment. Additional differences are described between persisters and non-persisters and recommendations are made regarding at-risk students.

Garcia, Maria Emma. (1988). *Preventing The "All But Thesis" Phenomenon*. (Doctoral Dissertation, Western Michigan University, 1987). *Dissertation Abstracts International*, 48, 2089-B.

Motivated by the high percentage (23 to 54%) of graduate students who fail to earn their degrees, and the high percentage who complete all requirements except the master's thesis or dissertation, this study introduced and examined a research supervisory system on the completion of the latter requirements. Comparisons were made between 53 graduate students from different departments with 29 graduate students in psychology who participated in the supervisory group. Although enrolled in the program for a shorter period of time, supervisory group students made more progress. Findings also showed a positive relationship between performance and academic credit for research task achievement. Students who did not achieve at a higher level were more likely to have held full time jobs or had to cope with problematical circumstances like extended illness. Students in the supervisory group received higher evaluations on the quality of their master's degree theses.

Gasser, Rita Diane. (1989). *Attitudes And Perceptions Of Graduate Faculty Toward Women And Men Doctoral Students In Selected Research Universities* (Doctoral Dissertation, The University of Iowa, 1988). *Dissertation Abstracts International*, 49, 2122-A.

The purpose of this study was to examine perceptions of graduate faculty members toward men and female doctoral candidates. Six public universities were represented and 197 faculty members participated in the survey. Other objectives of the study related to desired characteristics of graduate students, and to measures of particular characteristics by gender. It was reported that faculty showed more egalitarian than traditional attitudes toward women.

- Gillis, Jacqueline Hanna. (1987). Doctoral Dissertations In Physical Education: A Twenty-Year Portrait (Doctoral Dissertation, The University of North Carolina at Greensboro, 1986). *Dissertation Abstracts International*, 48, 332-A.

The central objective of this study was to describe characteristics of 5344 dissertations in physical education from 1964 to 1983. Findings reported the most common academic specialty, type of degree, methodological approaches, and the prestige ranking of the various programs where the degrees were awarded. The researcher reported that advisors directed less than 5 dissertations and, for the most active advisors, there was no apparent emphasis on specialization.

- Grisson, Mary Anne. (1986). Attrition After Successful Completion Of Doctoral Qualifying Examinations: An Analysis Of Characteristics And Attitudes Of Doctoral Graduates and Non-Graduates (Doctoral Dissertation, North Texas State University, 1985). *Dissertation Abstracts International*, 46, 2580-A.

This study was designed to determine the differences between doctoral recipients and non-graduates in the College of Education at North Texas State University between 1978 and 1980. For 256 students who completed the qualifying examination, 74.2% graduated. According to the findings, graduates selected the dissertation topic earlier and considered personal motivation higher. The researcher recommended further research relating to the motivation of candidates, consideration of completion rates in the assessment of doctoral programs, and greater emphasis on the selection of dissertation topics earlier in doctoral study. Successful candidates did not have higher scores on the Graduate Record Examination. They did, however, receive greater support from the immediate family, friends, major advisor and dissertation committee.

- Flores, Laura Jane. (1985). A Study Of Successful Completion And Attrition Among Chicana Title VII Bilingual Education Doctoral Fellows At Selected Southwestern Universities (Doctoral Dissertation, New Mexico University, 1984). *Dissertation Abstracts International*, 45, 3530-A.

For 50 Chicana women who were enrolled in the Title VII Bilingual Doctoral Fellowship Program, this study sought to determine the factors that distinguish students who were successful from others who were not. The study also examined the institutional constraints and personal circumstances associated with attrition. A significant relationship was reported between marital status and level of achievement. Students who terminated frequently cited finances, family commitments and conflicts with faculty members as reasons.

- Huguley, Sally. (1989). An Investigation Of Obstacles To Completion Of The Dissertation And Of Doctoral Student Attitudes Toward The Dissertation Experience (Doctoral Dissertation,, Pepperdine University, 1988). *Dissertation Abstracts International*, 50, 372-A.

The objective of this study was to identify the factors which impeded and facilitated progress on the doctoral dissertation and to examine the perceptions of students regarding their dissertation experience. Findings reported that a majority perceived full time employment and diffuseness of the dissertation stage to be major obstacles. Additional obstacles were elicited from the open-ended interview approach. Comparisons were made between EdDs and ABDs regarding personal motivation. From the standpoint of respondents' views, greater emphasis should be placed on the selection of the doctoral committee chairperson. Respondents also felt that the dissertation should be initiated earlier in the program and that a timetable should be set and followed to manage and facilitate progress on the dissertation.

- Harbold, Emily Ann. (1989). Perceived Developmental Issues Of Doctoral Students In Educational Administration (Doctoral Dissertation, 1988). *Dissertation Abstracts International*, 49, 2468-A.

Based on the perceptions of 36 respondents chosen for interviews, this investigation focused on the psychosocial issues related to growth and development in doctoral study. The respondents were entering students, doctoral students in progress or PhD recipients. Interviews were conducted and an inductive analysis lead to the emergence of five developmental themes. They were defined as identity, competence, power, intimacy and generativity. A concept utilizing the force-field analysis was generated incorporating three psychosocial fields within which students experienced forces impeding and facilitating professional and personal growth. While students had to cope with disappointment and frustrating circumstances, students in this study felt the preparation program was personally and professionally rewarding.

- Henrich, Kathleen Theresa. (1989). Women Doctoral Recipients' Perceptions Of The Interpersonal Dimensions Of Relations With Doctoral Committee Members (Doctoral Dissertation, The University of Connecticut, 1988). *Dissertation Abstracts International*, 50, 882-A.

This study focused on the advisement relationship between 26 female doctoral candidates, major advisers and advisement committees. The central purpose was to determine how particular relations were influenced by gender. Viewing candidates as adult learners, variables related to the mentoring relationship were examined, including the influence of the role of advisees, the manner in which women responded to sexual attraction with male advisors, characteristics of same gender relationships, advisory uses of power, and desirable advisement approaches. It was reported that effective advisers mentor in an androgynous and gender awareness manner.

- Jarvis, Roger D. (1989). The Review, Study, And Analysis Of Therapeutic Procedures And The Development Of A Specialized Program To Assist Doctoral Students Combat Stress, Tension, And Anxiety. (Doctoral Dissertation, Saint Louis University, 1988). *Dissertation Abstracts International*, 49, 1778-A.

This study developed out of an interest in the level of stress and tension associated with the doctoral comprehensive examination and the strategies to decrease such anxiety. An analysis of students' perceptions provided a basis for the formulation of a program to help students cope with particular problematical matters. A procedure is prescribed in the dissertation.

- Kammerer, Douglas Edgar. (1987). Advisors' Perceptions Of Their Advising Experiences With Their Doctoral Students During The Dissertation (Doctoral Dissertation, The Ohio State University, 1987). *Dissertation Abstracts International*, 47, 2477-A.

This study was designed to examine the perceptions of advisors relative to advising doctoral candidates during the dissertation process. In-depth interviews were conducted with 20 advisors and tape-recorded and analyzed. It was reported that advisors offered relatively few resourceful suggestions in cases where they felt the work of the candidate was creative. The study also reported that time demands on advisors was often arduous. Generally, the quality of the interpersonal relationship between advisor and advisee reflected the nature of the dissertation advising relationship.

- Koolboon, Nongnut. (1985). Perceived Dissertation Difficulties Of Doctoral Students In Selected Education Departments In The United States (Doctoral Dissertation, University of Northern Colorado, 1984). *Dissertation Abstracts International*, 46, 341-A.

This study was intended to define the obstacles that confront doctoral students while writing their dissertations. The study also sought to compare American students with foreign students and to examine three instruments as predictors. They were the Graduate Record Examination (GRE), the Graduate Grade Point Average (GPA), and the Test of English As Foreign Language (TOEFL). Students who scored higher on the GRE experienced fewer difficulties in writing the dissertation.. Students who scored higher on the GRA felt more confident about statistical methods and writing the dissertation. It was reported that foreign students experienced more difficulty with data collection, library services and financing the dissertation. According to the study, it was evident that many students needed assistance to improve upon verbal skills to prepare a satisfactory dissertation proposal.

- Lawrence, Lisa Estiene. (1989). Adult Education Doctoral Graduates And Faculty Judgements About The Professional Utility Of Courses And Major Concepts Of Their Doctoral Programs (Doctoral Dissertation, Ball State University, 1988). *Dissertation Abstracts International*, 49, 2496-A.

This study examined the perceptions of alumni and faculty regarding the effectiveness of doctoral programs in adult education, the relevancy of courses to occupational expectations, and compared the judgements of the respondent groups. Generally, the findings were positive concerning the effectiveness of adult education doctoral programs in 21 universities surveyed. Recommendations were made for extending externship experiences, improvement in the teaching of communication skills, and more flexibility in course selection to be compatible with career goals.

- Lawson, Leslie Griffin. (1985). Doctoral Student Attrition: A Role Theory Approach (Doctoral Dissertation, University of California, Santa Barbara, 1985). *Dissertation Abstracts International*, 46, 1532-A.

Analyzed the influence of three independent variables relative to the persistence and non-persistence of PhD candidates enrolled at the University of California, Santa Barbara between Fall, 1972 and Spring, 1975. The selected variables were role conflict, role ambiguity and role strain. A survey questionnaire was sent to 521 doctoral students, received by 411, and returned by 278 (68.6%). Measures of ambiguity of faculty expectations at different stages differentiated persisters from non-persisters. The study reported that six theoretical constructs of the instrument identified persisters with 91% accuracy and isolated non-persisters with 67.5% accuracy.

- Leadabrand, Jerry Andrew. (1986). Doctoral Candidate Persistence In Community And Human Resources: A Replication Of The Pascarella And Terenzi Studies Based On Tinto's Concept (Doctoral Dissertation, The University of Nebraska, Lincoln, 1985) *Dissertation Abstracts International*, 46, 2164-A.

This was a study of attrition and retention of doctoral students at the University of Nebraska, Lincoln. The field of specialization was Community and Human Resources. A revised version of an instrument designed by Pascarella and Terenzi was administered to 260 graduates, candidates for the degree and non-persisters. Part of the study used a different set of independent variables defined as financial pressures, individuals who were a supportive source, critical problem areas, purpose of enrollment, and relationships with family and friends. The researcher reported they were all significant.

Long, James Batterton. (1988). Factors Related To Attrition And Success In Degree And Non-Degree Doctoral Students In Education (Doctoral Dissertation, Northern Arizona University, 1987). *Dissertation Abstracts International*, 48, 2526-A.

This study described selected demographic and subjective characteristics of doctoral candidates enrolled at Northern Arizona University between 1972 and 1982. The study also discovered some reasons for students who terminated. A survey questionnaire was sent to 300 respondents. Compared to non-degreed students, graduates were more positive about faculty, program administration, advisors, curriculum and facilities. Recommendations were made relative to attrition, program standardization, support for field based programs and needed assistance for students to formulate an acceptable doctoral research topic.

Mah, Dennis Michael. (1987). The Process Of Doctoral Candidate Attrition: A Study Of All But Dissertation (ABD) Phenomenon (Doctoral Dissertation, University of Washington, 1986). *Dissertation Abstracts International*, 47, 4302-A.

This study examined the process associated with the attrition of doctoral candidates at the University of Washington, College of Education. The study focused on comparing the attrition and completion processes. According to the findings, ABDs did not achieve important stages of the process, took longer than students who graduated, and were more distant from the institution. Several factors were not evident in the attrition process, including time to work on the dissertation, continued demonstrations of motivation, and meeting the expectations of the advising committee. It was reported that attrition rate might be improved by improving the relationship between advisor and advisee.

Malcolm, Archie Preston. (1988). Characteristics Of Doctorate Of Educational Administration Graduates From The University Of Georgia (Doctoral Dissertation, University of Georgia, 1987). *Dissertation Abstracts International*, 49, 396-A.

The purpose of this investigation was to determine the characteristics of doctoral recipients who specialized in administration at the University of Georgia. The time period was 1940 to 1986. Comparisons were made between doctoral students who graduated before 1980 and those who graduated after 1979. Students who graduated before 1980 had more involvement with major advisors, had a spouse who was likely to be unemployed, and were unlikely to be dependent upon a full time employment position. Forty-three out of 53 female graduates attained their degrees after 1979. Additional characteristics are reported in the dissertation, including data relative to professional placements and experiential backgrounds.

Mayberry, Eva Charlene. (1988). An Assessment Of Written Communication Skill Of Doctoral Students In The Texas A & M University Department Of Interdisciplinary Education, Adult And Extension Education (Doctoral Dissertation, Texas A & M University, 1987). *Dissertation Abstracts International*, 48, 3033-A.

The objective of this study was to evaluate writing skill proficiencies of 21 doctoral students enrolled at Texas A & M University. The qualifying examination prepared by the Adult and Extension Education (ADEX) served as the writing samples for the evaluation. The investigation evaluated writing proficiency by employing holistic and analytic techniques. The researcher reported that the holistic approach was useful and that the analytic method was demanding in time and complex.

Morales, Aida G. (1988). Barriers, Critical Events, And Support Systems Affecting Chicanas In Their Pursuit Of An Academic Doctorate (Doctoral Dissertation, East Texas State University, 1988) *Dissertation Abstracts International*, 49, 1347-A.

This study was conducted in the attempt to gain insight into the problematical circumstances and support sources that were associated with completion of doctoral study by Chicanas. Further objectives were to ascertain similarities in demographic factors and to determine the major problems experienced by the successful respondents. The sample consisted of 138 women of Mexican descent who were born in the United States. All were recipients of a doctorate earned from an American university. Findings indicated that the Chicanas came from homes where education and accomplishment were valued and the family offered most support. Motivation to attain a doctorate was influenced by individuals who were respected as models and mentors. Two obstacles most frequently mentioned by respondents were familial and institutional.

Morey, Diane Louise. (1987). Utilization By Elementary Teachers Of Doctoral Degrees Awarded By Arizona Universities, 1976-1985 (Doctoral Dissertation, Northern Arizona University, 1986). *Dissertation Abstracts International*, 48, 846-A.

This study focused on the occupational placement of 91 doctoral recipients from state universities in Arizona. The study also examined the utilization of doctoral candidates by school districts during and following doctoral study. Seventy-four superintendents also participated in the study. Results indicated elementary teachers with doctoral degrees express interest in a career change and often leave their positions. Many find employment in higher education. Doctoral recipients and superintendents differed relative to provisions for support prior to graduation and incentives following degree attainment. Recommendations are given as a means of retaining elementary teachers and for schools to benefit from the expertise of doctoral candidates during their candidacy.

- Muszynski, Susan Yulish. (1989). The Relationship Between Demographic/ Situational Factors, Cognitive/Affective Variables, And Needs And Time To Completion Of the Doctoral Program In Psychology (Doctoral Dissertation, Kent State University, 1989). *Dissertation Abstracts International*, 50, 1117-B.

The primary purpose of this study was to examine the relationship of cognitive and affective variables to demonstrations of procrastination behavior in completing the doctoral dissertation. For 152 students who had graduated or were currently enrolled in the clinical or experimental psychology programs at Kent State, comparisons were made between those who delayed and others who completed in an acceptable time period. Results indicated that students who delayed gave advisors lower ratings, were more distant from campus, attached less importance to the doctoral degree and dissertation topic, and had to cope with more personal and problematical matters. From data gathering methodologies employed, including a Procrastination Inventory designed by the researcher and advisor, findings indicated that cognitive and affective factors influenced procrastination behavior.

- Novak, Rynell Stiff. (1976). A Descriptive Analysis Of Dissertations In The Department Of Education, North Texas State University (Doctoral Dissertation, North Texas State University, 1975). *Dissertation Abstracts International*, 1976, 36, 5092-A.

The purposes of this study were to provide an examination of doctoral studies, to formulate a frame of reference for analyses, and to examine trends relative to types and foci of the studies. The investigation included studies from 1953 to 1974. Type of degree, field of specialization, gender and research methodology were included among the descriptions reported. Recommendations were made to prepare the outcomes in a format for use to advisors and researchers.

- Rampasan, Libin Kutup. (1989). Comparison Of International And American Doctoral Graduates' Expectations, Satisfaction, And Appropriateness Of Their Programs In Education At Andrews University (Doctoral Dissertation, Andrews University, 1988). *Dissertation Abstracts International*, 50, 45-A.

This study examined the perceptions of international and American doctoral recipients relative to the relevancy of the preparation program at Andrews University. A 72% response was received from 143 survey questionnaires mailed to graduates. Comparisons were made between the respondent groups regarding motivation to enroll, overall expectations, satisfaction with program, facilities, staff, and components that were beneficial. Findings were presented about differences between international and American students in relation to their Adventist backgrounds.

Rice, James Grundy. (1978). An Inventory To Test Library Competencies Of Doctoral Candidates In Education (Doctoral Dissertation, University of Missouri, Columbia, 1978). *Dissertation Abstracts International*, 42, 4569-A.

This study was an investigation into the library competencies of doctoral candidates in education. Its explicit purpose was to design and evaluate an instrument to measure the level of library skills on a pretest and posttest basis. A description of the developmental stages of the test was given and factors relating to its reliability and internal consistency were reported. Recommendations were made concerning utilization of the instrument.

Ronkowski, Shirley A. (1986). Organizational Entry Experiences: Factors Affecting First Year Doctoral Students (Doctoral Dissertation, University of California, 1985). *Dissertation Abstracts International*, 47, 493-A.

This investigation sought to determine factors enhancing the adjustment of graduate students newly enrolled in a doctoral program. For a study sample of 21 PhD candidates, the study reported factors which influenced adjustment. For students who adjusted more readily, perceived relevancy to future professional role, goal clarity, and a sense of accomplishment were most evident. Difficulty of adjustment was related to continued relationships with peer groups and an extended period of transition. Conclusions were presented relating to paradigmatic shifts of students and stages of separation, transition and incorporation.

Sells, Lucy Watson. (1976). Sex, Ethnic, And Field Differences In Doctoral Outcomes (Doctoral Dissertation, University of California, Berkeley, 1975). *Dissertation Abstracts International*, 44, 637-A.

This investigation examined four models relative to levels of doctoral access and level of doctoral outcomes. Data were tested relative to concepts designated as the meritocracy model, the exclusion model, the self-selection model and the social construction of reality model. Data were gathered about students who were engaged in study with the Woodrow Wilson Fellowship Program, the Carnegie Commission For Higher Education, at Berkeley, and available time-series data on women and minorities. Comparisons were made between faculty and graduate students in terms of the use of the models for doctoral outcomes. For time-series data, an increase in females at levels of doctoral access and doctoral outcomes was evident. The same data source revealed only a modest increase for minorities at different graduate levels. Implications of findings are presented in the dissertation.

- Sproull, Natalie Lorraine. (1970). The Relationship Of Research Preparation To Duration, Attrition And Research Communication Of Doctoral Candidates In Education, Michigan State University (Doctoral Dissertation, Michigan State University, 1969). *Dissertation Abstracts International*, 31, 1041-A.

This investigation focused on the relationship of research coursework background to duration of studies, attrition at a designated stage of study and reports of dissertations cited in abstracts. The study sample consisted of 204 doctoral students who met the criteria for participation in the investigation. Of that number, 180 were graduates and 24 were recognized as ABDs. According to the findings, there was a relationship between higher levels of research preparation and shorter periods of study in the program and, also, between preparation and effective research communication. A positive relationship between preparation and attrition was not supported. Characteristics of students, fields of specialization, and factors related to research communication were among the findings presented in the study.

- Starmach, Ewa Marie. (1989). A Task Analysis Of The Statistically Related Computer Application Needs Of Doctoral Level University Graduates With Majors In Education (Doctoral Dissertation, Oregon State University, 1988). *Dissertation Abstracts International*, 49, 2919-A.

This study sought to determine computer application tasks judged to be important to be incorporated into preparation programs for doctoral candidates in education. Data were gathered from 139 graduate students, 22 foreign and 117 American. Seven clusters of content emerged to qualify for inclusion. The specific task areas were Analyzing Statistic Data, Database and Word processing, Hardware Training, DOS Usage For Creating and Accessing Data Files, Mainframe Usage and Electronic Mail, Spreadsheet Software Usage and WordProcessing Software Usage. Comparing students, one variable indicated a significant difference concerning the applicability of computers to occupations. It was judged higher by American students.

- Stein, Philip David. (1988). Effects Of Self-Efficacy And Outcome Expectations On Depression, Persistence And Progress Towards Completion Of Dissertation Proposals (Doctoral Dissertation, Fordham University, 1987). *Dissertation Abstracts International*, 48, 2814-B.

This study was designed to to examine the relationship between progress in the writing of the dissertation proposal relative to self-efficacy theory (an individual's feelings of ability to complete a task). For 50 PhD psychology candidates, it was reported that respondents with higher levels of self-efficacy reported more progress, and less depression associated with the dissertation. (Continued on following page)

(Stein, Philip David, continued)

Outcome expectations were defined as expectations of reward for efficacious performance. In this study, candidates with higher levels of self-efficacy and lower outcome expectations performed with greater effort. Lower levels of self-efficacy were related to depression. There was a lack of agreement between students and faculty relative to student progress in a seminar, although the seminar had a positive influence on self-efficacy with faculty being the key source.

Stricklin, Gary Jay. (1985). Doctoral Student-Faculty Relationships In Marriage And Family Therapy Programs As Mediated By Personal Authority (Doctoral Dissertation, Kansas State University, 1985). *Dissertation Abstracts International*, 46, 1476-A.

The purpose of this study was to examine the interactions between major advisors and doctoral advisees in the context of authority. Data were gathered from 82 graduate students majoring in marriage and family therapy programs at Kansas State University. The satisfaction of doctoral candidates was related to their experiences of being accepted as a colleague. Findings are reported relative to the influence of personal authority, duration of time in the program, prior occupational experience, marital status and financial status. Recommendations emphasized the need to acknowledge the advisor-advisee relationship as one which reflects qualities of collegiality and mutual respect.

Stryker, Eileen Fay. (1987). Gender And Assumptions Underpinning Research Among Doctoral Students (Doctoral Dissertation, Western Michigan University, 1986). *Dissertation Abstracts International*, 47, 3996-A.

This study examined major hypotheses relative to assumptions of doctoral students regarding research and relationships of these assumptions with gender and field of specialization. One hundred forty-four doctoral students returned a completed version of Coan's Theoretical Orientation Survey (TOS). Female respondents differed from male respondents on measures of objectivism-subjectivism. The assumptions of males related to objectivism, an emphasis on observable behavior. The assumptions of females were more oriented toward subjectivism, an emphasis on individual choice and qualitative factors of measurement. According to the researcher, the consistency of male assumptions with the philosophical basis of the doctoral program is suggestive of an explanation for gender differences related to the experiences of doctoral students. In terms of degree program, Educational Leadership doctoral candidates had higher scores on measures of objectivism when compared with Counselor Education and Counseling Psychology majors.

Suthummaraksa, Suchada Rattanasangwal. (1987). An Evaluation Of The Doctoral Program In Development Education At Srinakharinwirot University, Thailand (Doctoral Dissertation, Illinois State University, 1986). *Dissertation Abstracts International*, 47, 3967-A.

The researcher investigated components of the doctoral program in Development Education based upon the perceptions of students enrolled, graduates and faculty. The CIPP evaluation model guided the investigation. Numbers of professors, adequacy of library resources, courses in Development Education, practical applications and student qualifications were among the areas reflecting needed improvement. Generally, the respondent groups expressed satisfaction with the various program areas.

Tadeusik, Carol J. (1989). Stress And Coping Among First Year Doctoral Students (Doctoral Dissertation,, The University of North Carolina at Chapel Hill, 1988). *Dissertation Abstracts International*, 49, 3670-A.

For 125 recently enrolled doctoral candidates in counselling psychology, this investigation sought to examine experiences of stress and coping mechanisms during the first year of doctoral study. Findings were reported to support the need to take into account life events together with strains attendant upon doctoral study. Correlations were presented between stressors and measures of depressed mood and physical symptoms. Lower levels of depressed mood were associated with close relationships and networking. Higher levels of self-confidence were influenced by close and significant relationships. Recommendations were made for implementing and maintaining strategic interventions to ease the degree of stress experienced by doctoral candidates.

Ware, Janice Lynn. (1988). The Effects Of The Doctoral Degree On The Careers Of Selected Female University Of Southern California Graduates (Doctoral Dissertation, University of Southern California, 1988). *Dissertation Abstracts International*, 49, 694-A.

This study was designed to analyze the influence of the doctoral program in education on the careers of female graduates in selected departments. For 149 women who completed the degree during 1975-1980, characteristics of graduates were reported relative to age, grade point average, financial support for study, motivation to enroll and professional achievements. The researcher reported that changes in personal and professional perceptions changed as a result of receiving the doctorate and the process of earning it.

Weinman, Meryl. (1989). An Examination Of Stress And The Responses To It In A Naturally Occurring Stressful Situation: Group Interview For Admission To A Doctoral Program In Clinical Psychology (Doctoral Dissertation, Adelphi University, 1988). *Dissertation Abstracts International*, 49, 4030-B.

With 98 candidates seeking admission to Adelphi University's doctoral program in clinical psychology, this study sought to examine the influence of stress on anxiety following a three-hour group assessment interview procedure. The researcher studied the judgements of candidates about their perceived performance, expectations for achievement and their level of understanding of the criteria for acceptance. Ratings were taken before, during and following the interview. Accepting stress and anxiety to be related but separate experiences, the researcher reported that levels of anxiety were contingent upon what candidates brought to the interview. There was not a high correlation between stress and the performance of candidates. Unexpectedly, a high correlation was found between stress and anxiety and high measures on scales of humor.

Weiss, Libe. (1988). The Relationship Between Personality Variables And The Completion Of A Doctoral Dissertation (Doctoral Dissertation, California School of Professional Psychology, San Diego, 1987). *Dissertation Abstracts International*, 48, 2814-B.

This investigation centered on the relationship between selected personality variables and the successful completion of a doctoral dissertation. Psychosocial maturity, dependency and coping styles were the variables studied. Respondents were classified into three groups designated as no-proposal, proposal and dissertation completed. For 107 doctoral candidates specializing in psychology, no support was found for the relationship between degree status group and psychosocial maturity, between degree status and dependency and between coping style and degree status. Measures taken by the Individual Styles of Coping (ISC) yielded subscales relative to prediction of membership in the no-proposal group compared to the dissertation status group. The dissertation status group was considered to be the most qualified group to make the change from doctoral student to psychologist.

- Wentzel, Marcela Luise. (1987). The Relationship Of Locus Of Control Orientation To The Academic Achievement Of Doctoral Students (Doctoral Dissertation, North Texas State University, 1987). *Dissertation Abstracts International*, 48, 615-A.

The primary purpose of this study was to examine the relationship between locus of control and time expended to complete the proposal and dissertation defense. A sample of 105 doctoral candidates in the College of Education completed Levenson's Internal, Powerful Others, and Chance Scales. The study reported a relationship between Internal scale scores above the median and a decrease in time to complete a proposal and dissertation defense. Findings were also presented on scores for the total study population, between female and male students and data analysis after the date of the qualifying examination. Recommendations were made on needed research regarding attrition at the doctoral level and the need to monitor the status of doctoral candidates and facilitate their progress.

- White, Leon Lamar. (1986). A Descriptive Analysis Of Student Attrition In The Florida State University And The University Of West Florida Cooperative Doctoral External Degree Program (Doctoral Dissertation, The Florida State University, 1986). *Dissertation Abstracts International*, 47, 383-A.

This study focused on the factors associated with the decision of doctoral candidates to terminate their studies. Survey questionnaires were sent to 65 former students and 34 (55%) responded. Personal reasons (such as illness) were frequently cited as reasons for termination and it was reported that many students who did not complete the program were engaged in full time employment. The study included additional findings such as satisfaction with the institution, family support, re-enrollment in other doctoral programs and motivation to pursue the doctoral degree.

- Whitted, Jacqueline. (1987). Ph.D. Candidates Stresses And Strains Related To The Dissertation Process (Doctoral Dissertation, The University of Michigan, 1987). *Dissertation Abstracts International*, 48, 1402-A.

This study examined the relationship between experiences of stress and strain of doctoral candidates and the dissertation process. Data were gathered from Ph.D. candidates at the University of Michigan by means of a survey questionnaire. The researcher reported various sources of strain during the dissertation process, including financial demands, conflict with major advisor, excessive demands on personal resources and the need for methodological guidance. Strains often resulted in physical complaints and were evident psychologically with some candidates expressing withdrawal symptoms and delaying completion of the dissertation. (Continued on following page)

(Whitted, Jacqueline, continued)

Recommendations of the investigation emphasized the need for doctoral students to receive methodological assistance, to establish a relationship of mutual respect with major advisor, to arrange for adequate financial resources and to manage available resources for optimal personal and academic gain.

Zaporozhetz, Laurene Elizabeth. (1988). The Dissertation Literature Review: How Faculty Advisors Prepare Their Doctoral Candidates (Doctoral Dissertation, University of Oregon, 1987). *Dissertation Abstracts International*, 48, 2820-A.

This study sought to examine the manner in which advisors guide and prepare their advisees at a particular stage of the doctoral dissertation, the review of literature. Thirty-three advisors participated in the investigation who were all affiliated with the same research-oriented university. Generally, the respondents were inclined to favor refereed journals, dissertations, books and ERIC Clearinghouse On Information Resources as valuable sources for the development of the literature review. Findings were further descriptive of particular views and advising styles of faculty members who participated in this study. Generally, faculty felt advisees should assume major responsibility for reviewing the literature and perceived themselves primarily engaged in offering guidance in writing and editing. Recommendations included the need to enhance bibliographic instruction by advisors and to update their skills in information technology as a means of accessing pertinent sources of data.

Zebelman, Edna S. (1989). Attitude Change Towards Faculty Careers During The Socialization Experience In Nursing Doctoral Programs (Doctoral Dissertation, University of Washington, 1988). *Dissertation Abstracts International*, 49, 2491-A.

The major focus of this study was to examine attitudinal changes of doctoral candidates relative to career goals at different stages of their doctoral education program in nursing. Using a survey questionnaire approach and guided by a socialization model advanced by Brim, data were analyzed for 785 respondents. Comparisons were made between recently enrolled students and others who had been engaged in doctoral study for more than one year. It was reported that attitudes changed during enrollment. Compared to teaching as a career objective, students became interested in positions associated with research and consulting. The researcher reported that more experienced students judged the climate of the program to be less supportive. For the total group, there was a variance between perceived and reported faculty workloads. Recommendations emphasized the need to recognize the climate in programs and for a balance between doctoral and nondoctoral career settings.

Addendum

Boozer, Jack S. (1972). Dropouts And Ph.D's From The Emory University Graduate School Of Arts And Sciences, 1962-1968 (Doctoral Dissertation, Emory University, 1972. *Dissertation Abstracts International*, 1972, 2729-A.

The purpose of this study was to examine the principal reasons associated with graduate students who withdrew from enrollment or completed the doctoral degree at Emory University. Examining preparation and early objectives, scores on the Graduate Record Examination, and record of achievement regarding the language requirement, the researcher reported the backgrounds of dropouts and doctorates to be relatively similar. Several factors that distinguished the stratified student groups were presented. The unsuccessful candidates were disenchanted with their programs, unlikely to be pleased with evaluations, less likely to have made an adequate transition, and they experienced less satisfaction from doctoral level studies. They also felt there was an insufficient amount of emphasis on problems of a practical nature. Findings indicated that successful candidates had clear and sustained goals and perceived greater relevancy between the doctoral program and future professional objectives. Recommendations were made relative to the need for flexibility in the program and provisions that would enable doctoral candidates to be more involved in program design.

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